

**Background:**

The Project Development Committee will review proposed projects to implement the TCDD State Plan. The enclosed documents provide information to assist with that discussion.

- **State Plan Projects List** — The FY 2017 – FY 2021 State Plan requires specific projects to implement that plan. This list is inclusive of projects that must be developed to address goals and objectives in the plan.
- **Executive Summaries** — TCDD staff have prepared executive summaries for the following proposed projects that meet state plan requirements or are at the request of the Council:
  1. **Youth Leadership**
  2. **Outreach and Development**
  3. **Translation Services**
  4. **Developmental Disabilities Peer Supporter Project**

The Project Development Committee will also discuss and consider recommending an increase in the dollar amount of Event Stipends and Disability-Related Supports Stipends. Committee members suggested at the February meeting that the Council consider an increase to \$7,500 per stipend and a total of \$100,000 for all stipends. Events stipends are available to Texas organizations that conduct qualified in-state professional or informational conferences, workshops or legislative advocacy skills training events can apply for grants to help more individuals with developmental disabilities and their family members to attend. Disability-Related Supports Stipends are available to support presentations on disability related issues at conferences in Texas.

**The Executive Summary for the Developmental Disabilities Peer Supporter Project will be emailed to members and included in the handout folder.**

- **New Idea Review Guide** — TCDD staff have developed a set of questions to be addressed when considering a new project idea.

Please review the Executive Summaries closely and, if you have any questions, please contact Joanna Cordry, Planning Coordinator at (512) 437-5410 or joanna.cordry@tcdd.texas.gov

**Project Development Committee — Agenda Item 7**

**Expected Action:**

The Project Development Committee will consider the Executive Summaries and an increase in funding for stipends and may recommend Council approval for funding.

**Council — Agenda Item 6**

**Expected Action:**

The Council will consider recommendations from the Project Development Committee.

**Projects that must be developed to address State Plan objectives:**

1. Implement youth leadership training;
2. Demonstrate community-based, person-centered activities for people with developmental disabilities who are not employed and not in school;
3. Create training and information for people who have developmental disabilities and families on financial literacy, SSI/SSDI and health benefits;
4. Develop new ways to provide community-based person-centered supports for people with complex medical and/or behavioral health needs, including mental health needs;
5. Develop ways to address the needs of people with developmental disabilities who are aging and their caregivers;
6. Demonstrate how people with developmental disabilities can provide peer supports to other people with developmental disabilities;
7. Demonstrate how people with developmental disabilities living in the community can mentor or provide leadership and advocacy training to people living in institutions;
8. Develop a sibling network;
9. Provide TCDD Fellowships to at least four additional people;
10. Develop at least three projects that address specific needs of individuals with developmental disabilities who identify with a specific minority culture(s);
11. Work with at least one organization that serves the general public to learn to improve how they include people with developmental disabilities (examples: gyms, boys/girls clubs or sports teams, cooking classes);
12. Provide support for people with developmental disabilities to provide leadership development and advocacy training to people with developmental disabilities (each year);
13. Provide at least one activity to support the participation of people living in rural areas and people who self-identify as having a racial or ethnic minority background in TCDD leadership and advocacy projects (each year).

# Executive Summary — Youth Leadership Development

## Project Goal

For each project: up to 150 people with developmental disabilities between 14 and 21 years old will gain and share information, develop skills, and establish personal plans in an experientially based program.

## Relationship to TCDD FY 2017 – FY 2021 State Plan Goals

**Goal 3** Increase the access that individuals with developmental disabilities and families of individuals with developmental disabilities have to information, training, and support to advocate for themselves and/or to collaborate with allies to impact public policy, service systems, and community supports.

**Objective 3.10.** Establish as least one leadership development and advocacy skills training program for youth with disabilities by 9/30/2016.

## Funding and Duration

Up to three projects, for up to \$125,000 per project per year, for up to five years.

## Background

Today's young people speak from a set of experiences different from adult self-advocates and have a great deal to contribute to the current advocacy environment. Successful leadership training programs build upon the identification and development of participants' strengths as individuals and as a community. The National Consortium on Leadership and Disability for Youth (NCLD/Y) outlines five areas that are important to effective youth leadership training:

**Learning** includes developing both basic and applied academic competencies and skills.

Research indicates that youth learn best when they are involved in authentic learning environments with opportunities to explore and with real world application.

**Thriving** is the physical and mental health and overall well-being. Effective youth development activities prepare, support, and assist youth in making healthy choices in all phases of their lives.

**Connecting** develops positive social attitudes, skills, and behaviors so that youth feel a part of their community. Mentoring is one activity that can contribute to the feeling of connectedness.

**Working** improves occupational and career skills, attitudes, and behaviors that are needed for success in the workplace. Employment and work-based activities help youth to validate their self-worth, as well as to explore their abilities and interests.

**Leading** activities and opportunities help youth develop positive civic attitudes, skills, and behaviors. Youth need to contribute to their community, school, and family to develop to their full potential.

TCDD has previously funded youth leadership training projects that addressed most of these areas and were well received by individual participants and their families. Examples of previous TCDD projects include:

- **Texas A&M (TAMU)** supported participants to attend an annual statewide three-day conference. Participants engaged in legislative activities at the Capitol, such as a mock legislative session, a tour of the facilities and meeting with the governor. Participants also

developed personalized plans. Graduates from other youth leadership programs were able to apply to attend this training, and previous graduates of this training served as mentors. TAMU expanded on this project after TCDD funding ended and now collaborates with the Department of Assistive and Rehabilitative Services (DARS) on the Leadership, Employability, and Advocacy Project (LEAP), which holds two 10 day programs for high school juniors and seniors.

- **Imagine West Texas** collaborated with Disabilities in Action Center for Independent Living in Abilene, using a peer-to-peer training and mentoring model to increase the capacity and impact of participants to engage in leadership, advocacy, community living, continuing education and employment-related activities. Imagine West Texas worked with Disabilities in Action to continue the training.
- **The Region 19 Education Service Center** in El Paso developed an inclusive leadership and advocacy training. They partnered with non-disability community organizations, such as the Hugh O-Brian Youth Leadership Seminar, the El Paso Mayors 100 Teens Program, and the United Way Global Youth Day Organization.

These programs, and others like them, create important platforms of understanding and self-advocacy that will grow to benefit more than the initial participants. For example, they can support youth to use their voice in their schools by leading their own Admission, Review, and Dismissal (ARD) meetings; provide peer support; advocate for their personal wants and needs; and plan for their future. They also may have other positive outcomes, such as giving students the confidence to stand up to bullying.

To grow youth leaders and advocates statewide, training programs must meet the needs of diverse individuals and be offered in multiple locations around the state. In particular, there is a need to develop programs located in rural areas, programs located in areas with a high percentage of people living in poverty, and programs that can recruit and provide culturally appropriate training to youth who are African American, Latino, Native American, or Asian.

### **Project Description**

TCDD will fund up to 3 projects for participants 14-21 years old. Priority will be given to organizations with projects in rural areas, projects that serve a high percentage of people who are living in poverty, and projects that focus on working with underserved populations such as African American, Latino, Native American, or Asian youth. Projects will be encouraged to work to include youth in foster care and/or at-risk youth, if possible.

The first year of the project will be for planning and outreach. Beginning in the second year, each grantee will train 50 individuals per year. Programs must include evidence based training components:

- Learning about:
  - The history and philosophy of the disability rights movement;
  - Self-determination, supported decision making, and alternatives to guardianship.
- Thriving through:
  - Developing self-advocacy skills;

- Knowing how to take control of their health and well-being, including their mental health, as this is important to maintaining independence;
- Understanding strategies to find and access necessary services and supports;
- Connecting through activities to promote interaction between participants and peers.
- Working by:
  - Understanding employment options and exploring career goals;
  - Developing a plan for their future.
- Leading through creating and implementing projects that would benefit others in some way.

Grantees would be required to follow up and report on participants' activities.

Projects will also be expected to support graduates to serve as mentors and to develop long range plans for impact and sustainability. Projects will be required to conduct evaluations that can provide TCDD with, at a minimum, the following information:

- Youth trained;
- Participants who report increasing individual self-advocacy after being trained and the types of activities they engage in;
- Participants who participate in a group advocacy effort, are in leadership positions, or whose activities have benefited others as a result of the training.

Multiple projects will enable TCDD to reach a wider range of people. There is a particular need to establish leadership and advocacy training opportunities in rural areas of the state, areas that experience high poverty, and areas that have a high percentage of people who are underserved. Because it is unlikely that any one organization can provide enough resources to meet the demand, it is imperative that organizations offer this kind of training work together to share expertise, to explore ways to maximize and/or increase their available resources, and to develop a means to continue to support training after TCDD funding has ended. Thus grantees will be required to collaborate with other TCDD youth leadership and advocacy grantees in order to continue receiving grant funds in the second through fifth years.

### **Other Considerations**

To increase the diversity of organizations that receive grants, priority will be given to first time grantees. Organizations with a previous youth leadership and advocacy grant will not be eligible to apply.

The suggested funding amount for these projects would allow the grantee to support participation of youth living in rural areas who may have to travel long distances, have reduced access to transportation, and/or may be living in poverty. Additionally, TCDD staff expect that grant reporting requirements may require additional staff time or a sub-contractor.

# **Executive Summary — Grants for Outreach and Development**

## **Expected Outcome**

At least seven groups that are improving access to culturally competent supports and services and meet specific criteria described in the “Project Description” section will develop their infrastructure and capacity to successfully implement future TCDD grants at higher funding amounts.

## **Relationship to TCDD State Plan Goals**

Information gained through these projects will inform most, if not all, of the objectives in the FY 2017 – FY 2021 State Plan as we work to improve cultural competency across all grants. Projects described by this Executive Summary will specifically meet one or more of the following objectives:

- 1.9. Implement at least three projects that address specific needs of individuals with developmental disabilities who identify with a specific minority culture(s) by 9/30/2021.
- 2.6. Collaborate with at least three other organizations to promote practices that reduce linguistic and cultural barriers that may prevent individuals from receiving services by 9/30/2021.
- 3.13. Each year of the plan, conduct at least one activity to support the participation of people living in rural areas and people who self-identify as having a racial or ethnic minority background in TCDD leadership and advocacy initiatives.

Successful implementation of these projects could also enable TCDD to more successfully address issues that may be specific to different minority communities and to facilitate the inclusion of people who are black/African American, Hispanic/Latino, Asian, or Native American in other activities or as Council members.

## **Funding Amount and Duration**

- Up to \$10,000 per project, for one year, for up to three projects. TCDD would offer funding for the \$10,000 projects for four years.
- Up to \$20,000 per project, per year, for up to two projects, for a second year. TCDD would offer funding for the \$20,000 projects for five years.
- No more than five projects would be implemented at any one time.

## **Background**

In the last five years, TCDD funded fourteen \$10,000 grants awarded to groups of people that:

- Strongly identified with a specific racial or ethnic culture, and;
- Were working to promote culturally competent family supports for people with developmental disabilities and families of people with developmental disabilities who also identified with that same cultural group.

The purpose of these grants was to:

- Develop an improved understanding of the different values, cultures, and customs that exist in Texas, and how cultural issues may impact how services should be provided;
- Support people to participate in TCDD leadership and advocacy initiatives;

- Promote practices that reduce linguistic and cultural barriers;
- Support other activities that the applicant organization has determined will help members of their communities who have disabilities to receive support that is more culturally appropriate.

Due to the lower amounts of funding, TCDD grant requirements were reduced in areas of applications, reporting, and organizational infrastructure. However, the number of staff hours needed to manage the administrative components of these grants remained the same. Many of the organizations were grassroots groups that had little or no experience with grants and were not used to managing funds and/or following workplans as is expected by TCDD.

In February of 2016, the TCDD Project Development Committee discussed options to update the requirements of the Outreach and Development grants with the following objectives: to assist grantees to build infrastructure and capacity; provide increased funding to continue successful and projects that might be developing a new model; allow grantees to apply for more than one Outreach and Development grant; and reach out to grantees from underserved areas. The Committee instructed staff to create an Executive Summary for an Outreach and Development RFP in the amount of \$10,000 per project for the first year and to allow for an increase in funding in the second year if the project can show increased capacity and potential for sustainability.

### **Project Description**

The purpose of the offering the \$20,000 Outreach and Development grants are 1) to increase organizational capacity and build sustainability 2) to support people to participate in TCDD leadership and advocacy initiatives 3) to promote practices that reduce cultural barriers.

Groups of individuals meeting the specific criteria below will be eligible to apply for a \$10,000 Outreach and Development Grant. The groups must:

- Consist of people who are black/African American who are working with individuals and/or families who are black/African American and of a similar culture;
- Consist of people who are Hispanic/Latino who are working with individuals and/or families who are Hispanic/Latino and of a similar culture;
- Consist of people who are Asian who are working with individuals and/or families who are Asian and of a similar culture; or
- Consist of people who are Native American who are working with individuals and/or families who are Native American and of a similar culture.
- Consist of people who represent another underserved or unserved racial or ethnic group and who are working with individuals and/or families who are of the same or similar culture.

If the group is applying to work with people who speak a language other than English, the members of the organization who have direct contact with the people being served must also speak that language well enough that interpreters are not required.

Organizations meeting receiving \$10,000 grants will be required to:

- Hold public meetings at least once every 3 months and work with TCDD staff to develop a deeper understanding of the needs and values of their members who have disabilities.
- Allow TCDD staff to attend at least one meeting to gather information directly from participants.
- Pay for one person representing the group to speak to the TCDD Council members at a meeting in Austin if requested.
- Give TCDD ideas for actions to increase the diversity of the people and organizations who work with TCDD.
- Identify strategies to make positive changes that will help people with disabilities and their families to have more control over their lives.
- Engage in trainings, communications, outreach and other activities that promote systems change.

Organizations that have completed an Outreach and Development grant may apply for a second year, with funding up to \$20,000 for the second year, if they:

- Are engaging in systems change efforts or providing training;
- Met the requirements of their first grant as described above;
- Followed the workplan for their first grant;
- Demonstrated the ability to manage the fiscal and reporting requirements of the first grant;
- Show increased capacity and potential for sustainability, and;
- Address Objectives 1.9., 2.6., or 3.13.

Up to two projects per year could be funded for a second year. Previously funded Outreach and Development grantees would be eligible to apply for a second year if they meet the requirements noted above and have not received another grant from TCDD that is larger than \$50,000 per year since their Outreach and Development project was completed.

Organizations receiving funding for an additional year would be expected to continue their existing project with the goals of building capacity of their infrastructure as needed and establishing sustainability for systems change activities. This might include, but would not be limited to:

- Developing policies and procedures;
- Creating job descriptions and starting personnel files for key staff;
- Establishing fiscal control procedures, an accounting system that shows gains/losses, and procedures for purchase/procurement of goods and services;
- Instituting a plan to evaluate the success of their activities;
- Building their capacity to write proposals for grants for future funding;



- Developing an understanding of possible policy implications of their work and make recommendations as appropriate;
- Improving their understanding of communications strategies and engaging in activities that could increase their organization's impact.

### **Other Considerations**

TCDD's history with Outreach and Development projects revealed that all grantees did not seek the type of outcomes related to Objectives 2.7. or 3.13. (See "Relationship to State Plan Goals and Objectives"). Some projects led activities that their community identified as important but that did not focus on supporting people to participate in TCDD leadership and advocacy initiatives or on promoting practices that reduce linguistic and cultural barriers. Therefore, not all funded "Outreach and Development Grants" would meet these objectives, but they would most likely be steps to enable TCDD to develop other projects that would.

# Executive Summary — Support for Translation of Documents

## Project Goal

Not-for-profit community organizations or agencies that serve and support people with developmental disabilities and their families will have access to materials that are translated into languages needed by the people they serve.

## Relationship to TCDD State Plan Goals

- 2.6. Partner with at least three other organizations to promote practices that reduce linguistic and cultural barriers that may prevent individuals from receiving services by 9/30/2021.

## Funding and Duration

Up to \$25,000 per year for up to three years.

## Background

In April of 2013, the TCDD Executive Committee reviewed options for initiating projects in an expedited manner that would allow TCDD to expend available funds as needed but that could also be inactive if funds were not available. One of the preferred options was funding language translation of materials for disability advocacy organizations that serve their local community.

Some of TCDD's Outreach and Development grantees have used TCDD funding to translate various materials that they used in training, outreach, and direct support of individuals with developmental disabilities and their families. The materials included information about leadership and advocacy training, the rights of individuals with developmental disabilities and their families, available services and supports, and information about the types of supports the organization was able to provide. These grantees confirmed that there is a pressing need for information to be provided in people's native language or in ways consistent with specific culturally-influence learning styles or that are culturally sensitive.

Per the 2009–2013 American Community Survey, approximately 35% of Texans over the age of four speak a language other than English at home. The table on the right is from the November 26, 2015 edition of the Texas Tribune and lists the top 10 languages other than English that are spoken in Texas households.

## Project Description

TCDD will pilot a project to translate materials for not-for-profit organizations or agencies that do not currently have a grant from TCDD, a state agency, or a federal agency. The documents would meet the following criteria:

**Top 10 Languages Other Than English Spoken in Texas Households**

Language	Number of Speakers
Spanish	6,983,380
Vietnamese	193,408
Chinese*	140,971
Tagalog	72,248
German	69,140
French	60,730
Hindi	59,602
Urdu	57,662
Korean	55,794
Arabic	55,304

\*Includes Cantonese, Mandarin and other Chinese languages. Credit: Jolie McCullough

- Support people with developmental disabilities and families to understand and/or access services and supports;
- Inform people with developmental disabilities and their families of their rights; and/or
- Be consistent with a person-centered or family-centered philosophy.

To implement this project, TCDD staff would:

- Develop an application.
- Determine criteria, such as: page limit for each organization, language options, and types of materials that would be eligible for translation.
- Establish an upper limit for the number of pages that TCDD would translate in a current year and amend the current contract with TCDD's language translation services to accommodate this amount.
- Ensure that materials meet the above criteria listed
- Review the intended use, distribution strategies, and impact of the materials on underserved populations with linguistic barriers.
- Make a reasonable effort to ensure that materials do not already exist in that language.
- Maintain a list of materials that have been translated and the date they were translated to make sure materials are not translated into the same language repeatedly.

No one organization could receive translation services that exceed \$6,000 per year, and approval would be dependent on having funds available.

TCDD's Executive Director would approve translation requests as they are received and would report to the Executive Committee.

## **Project Development Committee — Idea Discussion Guide**

### **Questions to be considered when discussing a new project idea:**

- 1) What is the issue or gap in the system that needs to be addressed?
- 2) What group or groups of people with disabilities would benefit from addressing this issue?
  - a) Consider: Geographic area(s); age(s); disability type(s); race/ethnicity; income; education.
- 3) What state plan objective does this address?
- 4) What public policy priority does this address?
- 5) How has this issue been addressed to date?
  - a) Previous or current TCDD Grant?
  - b) Effort from other organization or state agency? Who?
  - c) What was the result?
- 6) How would TCDD build on current and/or previous efforts? (Describe specific activities)
  - a) Advocacy — Telling others about issues, needs, and possible solutions.
  - b) Capacity Building — Helping communities and other groups build their resources.
  - c) Systems Change — Changing the way government programs, state agencies, and other organizations do business every day to improve support for people with disabilities.
- 7) Who is ultimately responsible for this issue in our system long term?
  - a) Individuals with DD, Families, Service Providers, Community organizations, State agencies, leaders/policy makers.